

I. Objectives

- A. Students will be able to identify/locate Africa, the United States, the original 13 colonies, and the region known as West Africa on a map.
- B. Students will list examples of culture and African American culture.
- C. Students will link the culture of West Africa with the culture of African Americans in the Charleston, South Carolina area. Students will be able to give examples of these cultural links.
- D. Students will demonstrate an understanding of the importance of rice on the economy of South Carolina in the seventeenth, eighteenth, and early nineteenth centuries.
- E. Students will be able to explain how rice cultivation in South Carolina affected the settlement of West Africans to that area.
- F. Students will provide evidence of the migration of large numbers of African Americans to the Cleveland area during the first half of the twentieth century.
- G. Students will provide evidence of the link between African American culture in South Carolina and African American culture in Cleveland.

II. Materials Needed

- *The Atlas of African-American History and Politics*
- A world map
- A United States Map showing the original 13 colonies
- A map of Africa
- Crayons or markers
- Poster board
- Access to Internet
- *Row by Row*
- *Little Muddy Waters* book and CD
- *The Gullah People and Their African Heritage*
- Pictures and sentence strips from www.askasia.org.
- Newspaper article "African Connection"
- Notebook paper

III. Procedures

DAY #1

INTRODUCTION

Lead students to brainstorm about what they know about Africans and how they came to the United States. Write all student responses on the board.

ACTIVITIES

Begin by distributing a packet of three maps to students at the beginning of class. The first map should be an outline map of the seven continents, the second map should be a blank map of the original 13 colonies, and the third map should be an enlarged outline map of Africa.

-Students are to label the seven continents and four oceans on the blank world map.

- Students are to color the region known as West Africa on the continent of Africa map. If they need help, refer to p. 18 in *The Atlas of African-American History and Politics*

Students are to indicate what this coloring means within a legend they are to create in the lower right-hand corner of the map.

-On the next map, have students label all of the original 13 colonies. Within the state of South Carolina, have students label Charleston.

HOMEWORK

Distribute newspaper article “African Connection” (which was taken from the Post & Courier August 7, 1995). Students are to read the article, which really tells two stories, and are to take some notes on the similarities between the American and African women.

DAY #2

INTRODUCTION

-Ask students to define the word culture. Help them to list the elements of culture such as religion, language, food, art, rituals, traditions, holidays, stories, songs, etc.

ACTIVITIES

-Ask students to identify examples of African American culture today. Have students work with a partner to create an illustrated example of African American culture.

Examples might include a typical soul food meal, celebration of Kwanzaa, the wearing of certain clothing, etc.

-Have students present their drawings to the class and have them spend 30 seconds describing their example of culture.

-Tell students to take out the articles and notes that were homework from last night.

Focusing on the “Ties” article, have students share what they learned about the cultural link between Charleston and the region of West Africa.

HOMEWORK

-Show examples of pictures of sweet grass baskets from *Row by Row*. For homework have students come up with a list of uses for baskets.

DAY #3

INTRODUCTION

-Review homework by having students list the different uses for baskets. If necessary, lead the review to the use of baskets for rice winnowing.

ACTIVITY

-Distribute excerpt from *The Gullah People and Their African Heritage* (pages 87-90). Students should read this so they can get a quick summary of rice growing in South Carolina.

-Students should work in pairs to answer questions about the reading so that they have a better understanding of the importance of rice to the economy and lives of the people in South Carolina.

Day # 4

INTRODUCTION

-Have students recall what they remember about the work that had to be done to prepare the fields for growing rice (as discussed in yesterday's article). List some of these tasks on the board.

ACTIVITY

-Using pictures downloaded from the Internet, provide each student with one picture showing a step in the rice cultivating process (there are only 10). Next, pass out the short descriptions of those processes to other students (you must download from www.Askaskia.org – go to the lesson called “Rice: the global crop”-and cut these short descriptions into strips). See if students can find their correct partner by matching the description to the picture.

-Divide students into groups of four. Give each group a complete set of pictures and descriptions. Have students take notes and make illustrations in their notebooks about these steps.

HOMEWORK

Have students write a diary entry imagining that they are workers on a rice plantation. Have them describe the type of work they are doing.

Day #5 and Day #6

INTRODUCTION

Ask for volunteers to come up to the board and write one step needed to cultivate rice (such as prepare the field, irrigate the rice, etc.).

ACTIVITY

-Assign students to groups of three. Each group will need time to access the computer. Have them try to find a calendar showing the stages of rice production today. One site that has such information is www.carolinaplantationrice.com/growingrice.htm. Once students have located a calendar, they are to use a poster board to draw and label what needs to be done during each month of the growing season (May-September). Each group should submit one project.

Day # 7 and Day #8

Plan a trip to your school or local library. Have students conduct research on computers and in books regarding the numbers of African Americans who left Charleston and the numbers who arrived in Cleveland during the Great Migration. Have students provide you with a hard copy of their information. They should arrange the figures they got by placing them in a chart, table, or graph. If the information they found is in a table or graph already, students should arrange that information into a different format. For example, if their information is in a table, perhaps they can create a line graph showing the change over a period of time.

For extra credit or an extension project, you could also have the students do research regarding the role that rice plays today in African American culture. Students could not only do research in the library, but they could also interview family members and/or go to local restaurants and grocery stores to find out about the amount of rice that is sold.

Day #9

INTRODUCTION

Put in CD and follow along in storybook of *Little Muddy Waters* by Ronald Daise. After the story is finished, have students list elements of African culture seen in the story (the superstitions, the names, the words, etc.).

ACTIVITY

Draw a Venn diagram on the blackboard. Have students copy it into their notebooks. Have them label one circle "Africa", another one as "Charleston, South Carolina", and the third one as "Cleveland, Ohio". Within each circle, have students list some type of cultural trait or practice. The overlapping sections of the circles should have cultural characteristics in common.

Day #10, Day #11, and Day #12

EVALUATION

Allow students to work in small groups to make a children's storybook of their own. The story must be illustrated and should tell how certain elements of African culture spread from Africa to Charleston and up to Cleveland. The story may follow several generations of a family or it may simply trace the origin of a particular cultural element (such as eating rice as a primary part of one's diet daily). The book should reflect the content of what has been covered in class and research during the last two days. A rubric should be used to evaluate the projects.

Standards Met

Cleveland Municipal School District

Strand #1 American Heritage

The learner will identify significant individuals and groups in history, including Africans, gauge their impact on specific historical events, and assess how they came to have such influence.

The learner will examine the contributions of individuals and groups from various cultural regions.

Strand #2 People in Societies

The learner will compare the developments of cultures on different continents with regards to customs, traditions, and social developments.

The learner will identify factors helping to preserve cultural identity as compared to those tending to blend cultures together.

Strand #3 World Interactions

The learner will use thematic and flow maps to examine global distribution of interdependence.

Questions from “Riches from Rice” reading

1. What role did Captain John Thurbur play in bringing rice to the United States?
2. Where did Thurbur get the rice from?
3. Label that island on your world map.
4. List the two kinds of rice grown in South Carolina.
5. Why was it hazardous to grow rice on inland swamps?
6. Were the techniques used in China the same as those used in Carolina?
7. List the tools that were used to cultivate rice.
8. Why were so many slaves brought to the Carolinas from Senegal?
9. Where is the “rice coast” located?
10. Give specific examples (at least 3) of things that native Africans knew about rice cultivation.
11. Explain cultural creolization.
12. What is the link between Africa and African-Americans in the Charleston area of South Carolina today?

Little Muddy Waters by Ronald Daise, 1997 G.O.G. Enterprises Publishing.

“African Connection” by Herb Frazier. Post & Courier, August 7, 1995.

The Gullah People and Their African Heritage by William Pollitzer, 1999 University of Georgia Press.

Row by Row Sea Grass Baskets of the South Carolina Lowcountry by Dale Rosengarten, 1986 University of South Carolina.

The Atlas of African-American History and Politics: From the Slave Trade to Modern Times by Arwin D. Smallwood with Jeffrey M. Elliot, 1998 McGraw Hill.

Web Sites

www.askasia.org

www.carolinaplantationrice.com/growingrice.htm